



# SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED

Volume 12 No. 4 Desember 2022

*The journal contains the result of education research, learning research, and service of the public at primary school, elementary school, senior high school and the university*  
<https://jurnal.unimed.ac.id/2012/index.php/school>



## IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN ELEMENTARY SCHOOL

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### ABSTRACT

This research is to obtain information about the implementation of the independent learning curriculum in elementary schools. The method used in this writing is to use a literature study by reviewing several journals that are relevant to the topics discussed qualitatively. The steps taken by the author to collect reading material in this article, are (1) collecting data relevant to the topic discussed (2) analyzing the reading material that has been obtained and concluding the main topics regarding the implementation of the merdeka learning curriculum in elementary school. The implementation of the independent learning curriculum is carried out with careful planning and is able to improve the quality of Indonesian education and can prepare graduates who excel and are able to compete globally. The key to success in implementing the merdeka learning curriculum is from school principals and teachers who must have the will to make changes. Implementation of the independent curriculum cannot be separated from the role of the school principal as a school leader who must be able to move, direct, and inspire teachers to want to change towards a better education. In addition, good cooperation is needed between teachers, school principals, agencies, parents and related parties so that the implementation of the independent curriculum in driving schools can be realized optimally.

**Keywords:** Merdeka Learning, Curriculum, Elementary School.

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ISSN 2355-1720 (Media Cetak)  
ISSN 2407-4926 (Media Online)

Received 9 Des 2022, Accepted 24 Des 2022, Published 26 Des 2022

## INTRODUCTION

Education is a reflection of the future for a country. A developed country is a country that has good quality education. Education has an impact on the progress of a nation (Sitorus, 2022). Indonesia always strives to make education better and of better quality, one of which is by developing curriculum. Curriculum development is the process of planning and compiling curriculum by curriculum developers by producing a curriculum that can be used as a reference to achieve educational goals nationally and evenly. The role of the curriculum is very important so that students can achieve educational goals in a structured and sustainable manner (Berlian, 2022).

Indonesia has experienced various changes and improvements to the curriculum, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (Competency-Based Curriculum), and the 2006 curriculum (Education Unit Level Curriculum), in 2013 (2013 Curriculum/ Kurtilas), in 2018 there was a revision to "Revised Kurtilas" and in 2021 the Independent Curriculum. (Ulinniam, 2021). Curriculum changes made are to ensure the learning process in schools/madrasas is getting better.

Improving the quality of the learning process always pays attention to the references set by the government. One of the efforts to improve the curriculum carried out by the government is implementing an independent curriculum (Wiguna, 2022). Learning with an independent curriculum, especially at the SD (Elementary School) level, is an effort to transform the education system in a better

direction and make SD on the path to achieving appropriate and appropriate goals and targets. It is hoped that with the independent curriculum in elementary schools, education units and teachers will have the flexibility to design school operational curricula and teaching modules to facilitate learning according to the competency level of students.

An independent curriculum that emphasizes the learning process on meeting the needs and characteristics of students will certainly provide flexibility for students to continue to develop according to their potential, interests and talents which will optimally improve the quality of implementing learning in elementary schools and are expected to produce graduates who are absorbed in the world work or become entrepreneurs through in-depth and comprehensive alignment of vocational education with the world of work which will create lifelong students who have competence, character, and Pancasila values.

This research was carried out with the following objectives: 1) to obtain information about the implementation of the self-learning curriculum in elementary schools. 2) to improve the quality of Indonesian education and to be able to prepare graduates who are superior and able to compete globally.

## RESEARCH METHODS

The method used is a literature study using studies related to various writings or literature in the form of books, journals, articles, and other relevant sources. Literature study is a series of activities related to methods of collecting library data, reading, and

recording and processing research materials (Kartorningsih, 2015).

For the stages carried out by the author, namely after collecting various related sources, it is continued by reading and reviewing the sources that have been collected and making notes regarding the relevant core and making a conclusion to be compiled and then writing in other words the data used in this writing is data qualitative data which is processed into descriptive data which consists of written data and is relevant to one another.

## **RESEARCH RESULTS AND DISCUSSION**

The curriculum is designed to produce changes in the quality of learning for students to suit educational goals. Curriculum implementation is the process of change to obtain results that are close to achieving ideal educational goals (Leny, 2022).

The independent curriculum is a new policy program of the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek RI) that teachers must learn before they teach it to students. The Minister of Education and Culture, Nadiem (2022) said that the teaching system will experience a change from what was initially nuanced in the classroom to outside the classroom. The nuances of learning will be more comfortable, because students can discuss more with the teacher, and not only listen to the teacher's explanation, but rather shape the character of students who are brave, independent, smart in socializing, civilized, polite, competent, and not only relying on a ranking system according to some surveys only worry children and parents, because actually

every child has talent and intelligence in their respective fields (Arviansyah, 2022).

The implementation of the independent curriculum is very different from the previous curriculum because the independent curriculum really accommodates the needs and characteristics of students so that the preparation of the curriculum to learning and assessment refers to the potential and competencies of students (Zahir, 2022)

Later in the independent curriculum students will be formed who are ready to work and competent, and virtuous in the community (Widya, 2020). The implementation of the independent curriculum has the goal of preparing people to have productive, creative and innovative personalities that will be more relevant and interactive where project-based learning will provide broad opportunities for students to actively explore factual issues (Rahayu, 2022).

The implementation of the independent curriculum was not carried out simultaneously and massively (Nugraha, 2022). Kemendikbudristek provides policies regarding the flexibility of education units in implementing the curriculum according to their level of readiness. Several programs that support the Implementation of the Independent Curriculum (IKM) are the Mobilizing Schools (SP) and Vocational High Schools Centers of Excellence (SMK-PK) programs.

In this program, the Ministry of Education and Culture provides support for IKM to gain good experience in implementing the independent curriculum. Provision of IKM support provided by the Ministry of Education and Culture is an effort by the Ministry of Education and Culture to provide support for

independent SMI learning and support for independent track IKM data collection. The supports provided by the Ministry of Education and Culture will then show prospective education units who are registered as interested in implementing IKM. The prospective educational unit will then receive learning assistance to implement the independent independent curriculum, so that teachers, school principals, supervisors can carry out activities in implementing the independent curriculum in the form of seminars or workshops independently. . This assistance directs the implementation of IKM to make learning more active and adaptive by providing flexibility for educational units to carry out learning processes that are oriented towards learning projects (Faiz, 2022).

SP/SMK-PK that have implemented the Independent Curriculum can share best practice and learning experiences with each other, so that it is hoped that a support network will form between teachers and education staff to share learning content and best practices of the Independent Curriculum. The growing community is expected to be able to support an ecosystem that is ready to implement a massive and targeted independent curriculum nationally in 2024.

The process of learning the independent curriculum in driving schools refers to the profile of Pancasila students which aims to produce graduates who are competent and uphold character values. The form of the independent curriculum structure is intracurricular activities, projects to strengthen Pancasila student profiles and extracurricular activities.

The structure of the independent curriculum in driving schools according to the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021 is divided into 3 phases, namely: Phase A for Class I and Class II, Phase B for Class III and Class IV, and Phase C for Class V and Class VI. Phase A is the phase of developing and strengthening basic literacy and numeracy skills. Natural and Social Sciences (IPAS) has not yet become a compulsory subject in phase A. Science begins to be taught in phase B. The IPAS subject aims to build basic skills for studying natural sciences and social sciences. Schools can present learning for each subject or continue the thematics that refer to the formation of the character profile of Pancasila.

Assessment on the independent curriculum as said by Nadiem Makarim in Jakarta, on December 11 2019. Regarding the 4 pillars of the policy, namely: The National Examination (UN) which will be abolished and replaced with a Minimum Competency Assessment and Character Survey, each school is given full authority regarding related to the USBN policy, Simplification of Learning Implementation Plans (RPP), PPdB with more emphasis on the zoning system.

Implementation in driving schools regarding assessment with independent learning has positive and negative impacts.

## CONCLUSION

Change is something natural and will always happen, including in the world of education . It is hoped that the change in the current curriculum to become an independent curriculum will make the education system in Indonesia better. In the independent curriculum

students are given the freedom to export their abilities and interests. The process of learning the independent curriculum in driving schools refers to the profile of Pancasila students which aims to produce graduates who are competent and uphold character values.

Implementation of the independent curriculum cannot be separated from the role of the school principal as a school leader who must be able to move, direct, and inspire teachers to want to change towards a better education. In addition, good cooperation is needed between teachers, school principals, agencies, parents and related parties so that the implementation of the independent curriculum in driving schools can be realized optimally.

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